A Correlation of

Elevate Science
Grade 1, ©2019

To the

Iowa Core Science Standards
Grade 1

Pearson

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Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Iowa Core Science Standards, Grade 1. For each standard, correlation references are to the Student Edition and Teacher Edition where applicable.

Elevate Science is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), ***Elevate Science*** integrates three dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

The ***Elevate Science*** blended print and digital curriculum engages students in phenomena-based inquiry and hands-on investigations.

- Problem–based learning Quests put students on a journey of discovery
- Engineering-focused features infuse STEM learning
- Coding and innovation engage students and build 21st century skills

The Teacher's Edition of ***Elevate Science*** helps elementary educators teach science with confidence: Scaffolding, ELD, differentiated instruction, and an instructional organization based upon the 5E learning model, (Engage, Explore, Explain, Extend/Elaborate, Evaluate), provide all the support needed for successful teaching practices. Professional development offers point-of-use support. A full-view approach to inquiry and testing provides new options for a variety of hands-on labs and assessments for three-dimensional learning.

Elevate Science prepares students for the challenges of tomorrow, building strong reasoning skills and critical thinking strategies as they engage in explorations, formulate claims, and gather and analyze data that promote evidence-based argument. Designed for today's classroom, preparing students for tomorrow's world. ***Elevate Science*** promises to:

- Elevate thinking.
- Elevate learning.
- Elevate teaching.

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1-PS4 Waves and their Applications in Technologies for Information Transfer	
Performance Expectation 1-PS4-1	
Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	**SE/TE:** 2-4, 21, 25, 30–31
Performance Expectation 1-PS4-2	
Make observations to construct an evidence-based account that objects can be seen only when illuminated.	**SE/TE:** 40, 58, 60, 62–63, 68–69
Performance Expectation 1-PS4-3	
Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	**SE/TE:** 38–39, 43, 46, 59, 64–65
Performance Expectation 1-PS4-4	
Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	**SE/TE:** 2–3, 10, 17–19, 30–31, 34–35, 38–39, 47, 53–54, 59-60, 61-63, 64-66, 68–69
1-LS1 From Molecules to Organisms: Structures and Processes	
Performance Expectation 1-LS1-1	
Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	**SE/TE:** 160–161, 163, 174–176
Performance Expectation 1-LS1-2	
Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	**SE/TE:** 189, 206–207, 208, 209-211, 214-215

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1-LS3 Heredity: Inheritance and Variation of Traits	
Performance Expectation 1-LS3-1	
Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	**SE/TE:** 184–185, 186-188, 191, 193, 196–198, 200-201, 202-205, 216, 218-219, 221–223
1-ESS1 Earth's Place in the Universe	
Performance Expectation 1-ESS1-1	
Use observations of the sun, moon, and stars to describe patterns that can be predicted.	**SE/TE:** 76–77, 86-87, 88-89, 91–93, 98–99, 102
Performance Expectation 1-ESS1-2	
Make observations at different times of year to relate the amount of daylight to the time of year.	**SE/TE:** 94-95, 96-97, 98, 101, 104–107, 129, 136–137
Engineering Design	
Performance Expectation K-2-ETS1-1	
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	**SE/TE:** 2–3, 26–27, 57, 78, 100–101, 108–109, 132–133, 170, EM10
Performance Expectation K-2-ETS1-2	
Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	**SE/TE:** 78, 98–101, 146, 148–150, 151-153, 155, 160–161, 182–183, 204–205, 207, EM12-EM13
Performance Expectation K-2-ETS1-3	
Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	**SE/TE:** 125, 155